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ABSTRACT

An outline is presented of steps taken in a one-day workshop designed for teacher education faculty who plan to augment the international components of the teacher education curriculum. The focus of the workshop was on "A Guide to Workshop Procedures" (reproduced in this paper), which delineates in detail the sequential activities and tasks for workshop participants. The topics described in this document include: (1) the purpose of the workshop; (2) meanings of the phrase "internationalizing a professional-education program"; (3) potential ways of expanding the international aspects of teacher education; and (4) specific innovations that the teacher education faculty intend to adopt. Information is included on the types and levels of change in a teacher education program that could be attempted as plans are laid for expanding the international aspects of the program, the kinds of learning objectives that should be set, the kinds of instructional methods and materials that can be used, and incorporating the lessons and units that result from the workshop into professional education programs. (JD)

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INTERNATIONALIZING TEACHER EDUCATION

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A WORKSHOP PLAN

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Introduction

In recent years, increased effort has been exerted in colleges of education to augment the international and cross-cultural aspects of the preparation of teachers. This effort has been stimulated by an increased awareness in the teacher-education community of the need to equip both preservice and inservice teachers to educate students about the interdependence of the peoples of the world.

One way of augmenting the international components of teacher education is to provide a one-day workshop for faculty members who conduct teacher education. The plan described in the following pages outlines the steps taken in such a workshop to achieve the internationalization goal.

The key document that all workshop participants were provided at the outset was the *Guide to Workshop Procedures* that is reproduced below. During the opening session of the workshop, the first activity consisted of the workshop leader explaining to the participants the contents of the *Guide* in detail in order to clarify the tasks to be performed by the faculty. Subsequently, the tasks --identified by the letters *A* through *J*-- were carried out sequentially by the workshop participants who worked in groups of three or four. Within each group a scribe recorded the group's suggestions regarding each task. A period of 15 to 30 minutes was dedicated to each task, after which the scribes' notes were circulated from one group to another so participants could profit from the suggestions of their colleagues. In addition, during these "reading sessions" the participants were able to consult a collection of journal articles and booklets on global education that was available in the area, an activity intended to augment the participants own ideas about how best to perform the tasks.

In summary, the workshops consisted of alternating sessions of (1) small-group discussions focusing on a task, (2) brief reading intermissions during which scribes' notes and journal articles were exchanged among groups, and (3) occasional large-group sessions during which the entire population of the workshop gathered for a review of the progress of the groups up to that time. The products resulting from the workshop were specific lesson plans and unit plans that would be introduced into the courses that comprised the school of education's teacher-preparation program.

A GUIDE TO WORKSHOP PROCEDURES

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INTERNATIONALIZING TEACHER EDUCATION

The topics described in this document include (1) the purpose of the workshop, (2) meanings of the phrase "internationalizing a professional-education program," (3) potential ways of expanding the international aspects of teacher education, and (4) specific innovations that the teacher-education faculty intend to adopt.

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THE PURPOSE OF THE WORKSHOP

The workshop is intended to provide a setting in which faculty members can:

(a) Consider meanings that can be applied to the phrase "internationalizing a professional-education program."

(b) Suggest potential ways of expanding the internationalization of teacher--education programs.

(c) Propose which of the potential changes in the program should be adopted.

(d) Initiate the specific activities that will effect those changes.

MEANINGS OF "INTERNATIONALIZING PROFESSIONAL EDUCATION"

The phrase *internationalizing a teacher-education program* can imply several meanings, such as the following:

1.1 Instructing preservice and inservice teachers--

1.1.1 In how to teach their students about people who live in, or come from, other nations. This sort of teaching is often called global education. Such instruction can include matters of:
- 1.1.1.1 Objectives of international study and reasons why such objectives are desirable. The objectives typically involve teaching:
  - 1.1.1.1.1 How the regions and peoples of the world are alike and are different form each other.
  - 1.1.1.1.2. How events in one part of the world can affect events in other parts.
  - 1.1.1.1.3 Which events in other parts of the world are the most important for the lives of Americans and why.
- 1.1.1.2 Sources of information about other peoples and places.
- 1.1.1.3 Methods and materials of teaching about other peoples and places.
- 1.1.1.4 Ways of assessing students' achievement of the objectives.

1.1.2 About significant characteristics of students from other cultures who may be in their classes. Such instruction can include matters of:
- 1.1.2.1 How values commonly held by people from other cultures are similar to and different from values espoused by the teachers' own school; and how differences in values can affect the culturally-different student's academic progress and social adjustment in school.
- 1.1.2.2 How the educational background of students from other cultures can affect those students' success in the teacher's class.
- 1.1.2.3 How family relationships of students from other cultures can affect students' academic and social adjustment in school.

1.1.3 About those educational practices in foreign nations that American educators might profitably adopt. The purpose is to expand American educators' repertoire of:
- 1.1.3.1 Learning objectives
- 1.1.3.2 Instructional media and materials
- 1.1.3.3 Teaching methods and learning activities
- 1.1.3.4 Evaluation techniques

1.1.4 *About other matters.*

Δ-- **Workshop Task A** Review the foregoing meanings and propose additional ones that could apply in the professional education of teachers (whether at this institution or elsewhere). These additions should be listed (on a separate sheet) under "*about other matters*" (1.1.4).

Δ Δ --**Workshop Task E** Review the above meanings and additional ones your faculty has proposed under 1.1.4 ; then suggest which of those types of internationalization should become the focus of curriculum revision in the school of education.

POTENTIAL WAYS OF EXPANDING THE INTERNATIONAL ASPECTS OF THE PROFESSIONAL-EDUCATION PROGRAM

The principal assumption underlying the proposed tasks in the following section is that better decisions will be made about further internationalizing professional education if the faculty first considers a broad range of potential ways that the internationalization might be accomplished. Then, from this cafeteria of possibilities, faculty members can select those ways which best suit their own values, their talents, available instructional time, course-organization patterns, and the like.

The topics treated in this section are: (1) types and levels of change in a teacher-education program, (2) kinds of objectives, (3) kinds of methods (learning activities) and materials (media), and (4) kinds of evaluation techniques.

Types and Levels of Change in a Teacher-Education Program

As plans are laid for expanding the international aspects of the school of education's professional-education programs, it may be useful to consider types and levels of change that could be attempted.

The term types, as used here, refers to steps in the instructional process, particularly those of:

(1) goals and learning objectives
(2) teaching media and materials
(3) methods of teaching and learning activities
(4) evaluation techniques.
(5) *other*

Levels, in this context, refers to the extent of structural change to be effected. Levels could be conceived as descending from the broadest to the most specific in this sequence:

(1) *division* (such as [a] educational psychology and administration, [b] teaching multiple-subjects, [c] teaching single subjects, [d] counseling, and [e] others.)
(2) *course* (such as the teaching or reading, the teaching of mathematics, philosophy of education, teaching the bilingual child)
(3) *a study-unit or project within a course*
(4) *a single day's lesson*
(5) *a bit of a lesson* (such as a single concept [representing a new objective] or an anecdote or example to illustrate a concept [representing a new teaching material] or an added test item [representing a new evaluation element])

Types and levels interact, so that any of the types can become the subject of change at any of the levels. Major, radical changes involve in the upper reaches of the hierarchy of levels. The most minor, conservative changes involve the lower levels of the hierarchy. As a consequence, the easiest ones to effect are those lowest among the strata, for they involve only one decision-maker (a single instructor) and require very little change from past practice. The most difficult to effect are those in the upper reaches, for they involve many faculty members and can result in a great amount of change (including risk and bother) for all of the strata below them.

Δ The task for workshop participants, in relation to types and levels, is to decide which of combinations of types and levels *potentially could* be further internationalized in this institution and in what specific manner. This complex task can be divided into the subtasks described below --those of identifying (a) kinds of learning objectives, (b) kinds of instructional methods (learning activities) and materials (media), and (c) kinds of evaluation techniques.

Kinds of Learning Objectives

The purpose of this segment is to propose kinds of learning objectives and illustrate how each kind can be cast in an internationalized form. The examples of objectives in the following list are stated in the form of student behavior, that is, in the way the objectives would be reflected in the behavior of learners at the time they have achieved the objectives.

2.1 Facts --(specific people, places, objects, or events that students are to remember) Such facts can be

Examples: Students can:
(a) locate nations of the world on a map
(b) identify the main languages spoken in selected nations
(c) offer a greeting and say "thank you" in Spanish, French, German, and Mandarin Chinese
(d) identify the stated purposes of the United Nations
(e) *other*

Δ **-Workshop Task B-1** Suggest additional facts of an international nature that might profitably be taught in a professional-education program, particularly in the aspect of the program in which you specialize.

Δ Δ **--Workshop Task F-1** Review the above facts and additional ones your faculty has proposed under; then suggest which of them should become the focus of curriculum revision in this school of education.

2.2 Concepts --(A concept is a characteristic common to, or abstracted from, a variety of facts or other concepts, with a label attached to the concept so it can be concisely communicated in speech and writing and can be readily manipulated during thought.)

Examples: Students can define and accurately apply in life situations the concepts of: metric system, Arabic numerals, ecology, human rights, moral values, student exchange program, culture, barter, foreign trade, tariff, colonialism, alliance, terrorism, robotics, technological progress, pidgin, creole, folk music, oral history, colloquialism, foreigner, alien, citizenship, democracy, socialism, communism, representative government, dictatorship ---*other*

Δ -**Workshop Task B-2** Suggest additional concepts of an international nature that might profitably be taught in a teacher-education program.

Δ Δ --**Workshop Task F-2** Review the above concepts and additional ones your faculty has proposed; then suggest which of those types of internationalization should become the focus of curriculum revision in this school of education.

2.3 Generalizations about Relationships --(a statement about how two or more variables relate to each other.)

Examples: Students can state and can apply in problems-solving situations generalizations such as those bearing on the relationship of:

(a) Celsius to Fahrenheit
(b) Miles to kilometers
(c) Dollars to yen and to marks
(d) An octave scale to a pentatonic scale
(e) The limerick form to the haiku form
(f) Oppression to revolution
(g) Poverty to crime
(h) Tariffs to trade deficits
(i) Spanish to English vocabulary cognates
(j) English prefixes and suffixes to Latin and Greek roots
(k) Japanese history to American history
(l) Natural resources to occupational patterns
(m) Administrative centralization/decentralization to political stability
(n) Counseling techniques to cultural traditions
(o) *other*

Δ -**Workshop Task B-3** Suggest additional generalizations of an international nature that might profitably be taught in a teacher-education program.

Δ Δ --**Workshop Task F-3** Review the above generalizations and additional ones your faculty has proposed; then suggest which of them should become the focus of curriculum revision in this school of education.

2.4 Principles and skills --(In this context, a principle is a statement that serves as a guide to action. A skill is the ability to apply that principle to the solution of problems.)

Examples: The student can state and apply in problem-solving situations such principles as:

(a) People should be judged on the basis of their individual characteristics and behavior and not on the basis of their membership in a particular ethnic, religious, gender, or socioeconomic group.
(b) Everyone deserves to have access to schooling.
(c) Before a decision is reached that will influence the welfare of the members of a group, all members deserve a chance to express their opinions about the issue at hand.

Δ -**Workshop Task B-4** Suggest additional principles with international applications that might profitably be taught in a teacher-education program.

Δ Δ **--Workshop Task F-4** Review the above principles and additional ones your faculty has proposed; then suggest which of them should become the focus of curriculum revision in this school of education.

Δ **-Workshop Task B-5** Suggest other kinds of objectives in addition to the types listed above.

Δ Δ **--Workshop Task F-5** Review the above additional objectives your faculty has proposed; then suggest which of them should become the focus of curriculum revision in this institution.

Kinds of Instructional Methods (Learning Activities) and Materials (Media)

The purpose of the following section is to illustrate a wide range of teaching methods and materials that can be used in internationalizing a teacher-education program. Throughout the descriptions, the word *instructor* refers to the university faculty member in charge of a class, the word *student* refers to the preservice or inservice teacher enrolled in the class, and the word *pupil* refers to elementary- and secondary-school learners that the teacher-education student will teach.

The instructional methods are presented in the following sequence: (1) lectures, (2) reading assignments, (3) demonstrations, (4) audiovisual presentations, (5) student projects, and (6) simulation games and role playing.

3.1 Lectures

3.1.1 Lecture with international examples Instructor offers examples from other nations of content (facts, concepts, principles) that students can include in the lessons they teach pupils in mathematics, science, social studies, language arts, etc. *Example*: "For instance, in Peru the bilingual problem involves the dominant language, Spanish, and such Indian dialects as Quechua." Other examples --

3.1.2 Lecture with students providing international examples Same as 3.1.1, but students are also assigned to create international examples they could use when teaching pupils.

3.1.3 Lecture with international comparisons: advantages and disadvantages Same as 3.1.1, but students are assigned to cite the advantages and disadvantages of an aspect of life in two cultures. *Example*: "What are the advantages of metric linear measures as compared to inches-feet-miles for the United States and for Japan?" "What are reasons people in the U.S. should study foreign languages as compared to people in Europe?" *Other examples--*

3.1.4 Illustrated lecture Instructor illustrates a lecture with photographic slides, posters, videotapes, drawings, and charts containing international material.

3.1.5 *Other types of lectures --*

3.2 Reading Assignments

3.2.1 Assignment with comprehension questions To direct students' reading at the time the assignment is given, the instructor poses the key questions that students should be able to answer regarding the author's main points. Answers are to be in written form. *Example*: "According to the author, what differences in classroom-management techniques in Japan and in the U.S. may help account for the differences in the pupils' academic performance?" *Other examples--*

3.3.2 Assignment with application questions At the time the reading is assigned, the instructor assigns questions which require students to make an application of the concepts or principles that are the focus of the reading material. In the next class session, students bring their answers in written form and describe their applications to the class. *Example*: "How could you use the role playing techniques described in Chapter 4 in an elementary- or secondary-school class to teach children suitable ways to interact with foreigners? Describe exactly how you would organize such a role-playing session at a grade-level of your choice." *Other examples---*

3.2.3 *Other reading assignments--*

3.3 Demonstrations

3.3.1 Of a teaching method by the Instructor Instructor asks students to assume that they are pupils in a public school, then demonstrates how he or she would teach a lesson involving international material to such pupils. *Example*: "I'll first teach the lesson, and then I'll give you my lesson plan so you see the relationship between the plan and the execution. During the lesson, you pretend you are sixth-graders --but be serious about it, not silly."

3.3.2 Of a teaching method by a Student Same as 3.3.1, except a student plays the role of teacher.

3.3.3 Of a teaching method, with assessment Same as 3.3.1 or 3.3.2, but students have a rating scale for judging how effectively a lesson is taught. The scale is used to focus students' attention on salient aspects of lessons and to offer the teacher of the demonstration lesson constructive feedback.

3.3.4 Of two ways of teaching Instructor teaches a pair of lessons (or segments of two lessons) that involve international material. Each of the pair is taught in a somewhat different way. Students assess (perhaps by means of a rating scale) the advantages and disadvantages of the two ways of teaching. *Example*: One geography lesson utilizes a wall map and the chalkboard on which the instructor writes information about the countries as the instructor's lecture progresses. The other lesson utilizes both a wall map and an individual outline map for each student which the student fills in with country names, national languages, and chief exports as the teacher's lecture progresses. *Other examples--*

3.3.5 Of a teacher-parent conference by the Instructor Instructor prepares a colleague or a class member ahead of time to assume the role of a parent who has immigrated to the United States. The instructor then demonstrates two ways the conference with the parent might be handled. Following the two interviews, the instructor leads a class discussion during which students assess the strengths and weaknesses of each of the two interviews.

3.3.6 *Other demonstrations--*

3.4 Audiovisual Presentations

3.4.1 Commercial films, videotapes, audiotapes The core of the lesson is a commercially produced motion picture, videotape, or audiotape on an international topic. Prior to the presentation, the instructor poses questions that the students should be able to answer at the close of the presentation. The questions become the focus of a discussion following the presentation or during the next class session.

Examples: Topics that can be the subject of the audiovisual material include:

(a) content useful in teaching pupils, such as applications of mathematics in various cultures, natural science in different parts of the world, applications of technology, commercial geography, political issues, social customs, proverty conditions, history (social, political, scientific), and *other examples--*

(b) educational settings and procedures, such as teaching methods in various cultures, kinds of educational materials and equipment, types of schools and non-formal education programs, kinds of learners in different social settings, and *other examples--*

3.4.2 Locally produced slides, videotapes, audiotapes --by the Instructor *Examples of topics*

3.4.3 Locally produced videotapes, audiotapes --by Students *Examples of topics*

3.4.4 Microteaching In front of a videotape camera, a student teaches a lesson involving international material --or a segment of a such a lesson-- to several classmates who assume the role of pupils. Following the lesson, the student-teacher views the tape along with the instructor to assess the performance.

3.5 Student Projects

3.5.1 Term papers on topics with international themes:

Examples : (a) background information about other cultures that will be useful in teaching pupils, such as mathematics systems used in other natures, scientific contributions by people in various nations, raw materials and products America imports from other societies, customs of other peoples that Americans often misunderstand.

(b) comparisons of ways to internationalize specific subjectmatter areas in teaching pupils, such as ways to internationalize the language arts, music, art, mathematics, science, social studies, health education, physical education.

3.5.2 Lesson plans Students create lesson plans for a grade-level they might teach, with the plans focusing on international topics or including cross-cultural examples.

3.5.3 Unit plans Students create instructional units (with unit meaning an coordinated series of lessons lasting a few days or a few weeks) focusing on international topics or including cross-cultural examples.

3.5.4 Collections as examples for pupils Students compile collections of items drawn from one or several foreign cultures, with the collections to serve in teaching pupils international aspects of various subject-matter fields. The collections can also serve as examples of collections pupils could compile on their own. *Examples of items collected*: postage stamps, postmarks, coins, travel posters, mathematics algorithms, written-language samples, songs, folk tales, poems, games and athletic events, recipes, and photographs or drawings of such subjects as clothing, houses, geographical settings, geological formations, modes of transportation and communication,

inventions, historical events. *Other collections--*

3.5.5 Exhibits and fairs Students organize exhibits and fairs to display their own collections and creations as a way of gaining experience in guiding pupils in carrying out those same kinds of activities in relation to international topics. *Examples*:

3.5.6 Social-action activities as examples for pupils to emulate Students create plans for social-action activities that elementary- and secondary-school pupils can pursue to enhance their international knowledge and to promote international understanding and goodwill. *Examples*:

3.5.7 Tutoring, orientation services for immigrants Students provide services to immigrant pupils or their parents in the form of tutoring in academic work and helping them adapt to American communities and the school system. Such activities are intended to give students direct, guided (that is, guided by the Instructor) experience working with people from other cultures --the sorts of immigrants they may meet in their later teaching position.

3.5.8 *Other student projects---*

3.6 Simulation Games and Role Playing

3.6.1 Problem situations in teaching Instructor poses problem incidents which can arise in teaching --incidents that have cross-cultural elements. Students assume the roles of the characters in the incidents as a way of experiencing, and experimenting with, various ways of resolving the problems. *Examples of incidents*:

3.6.2 World-problem simulation games for pupils Instructor has students play available simulation games focusing on political, economic, technological, and social issues. Students are assigned to develop games of their own of the board variety (like Monopoly) or of the decision-making variety involving cards and roles people play. *Examples of game topics*:

3.6.3 Instructional-problem simulations Instructor presents students problems they are likely to meet when teaching pupils, with students required to select or produce solutions, along with predictions as to which solutions will be the most successful. *Examples of problem situations*

Δ **-Workshop Task C-1** At each point in the foregoing description of instructional methods where the term *"other examples"* or *"other collections"* or the like is used, please add further examples of your own.

Δ Δ **-Workshop Task C-2** Suggest additional instructional activities (types of lectures, reading assignments, demonstrations, audiovisual presentations, student projects, role playing, and simulation games) of an international nature that might profitably be incorporated into professional education programs for teachers in this institution or elsewhere.

Δ Δ **--Workshop Task G** Review the above instructional methods (learning activities) and the additional ones your faculty has proposed; then suggest which of the methods should be adopted in this school of education. Your suggestions will be most useful if they include both (1) the specific learning objectives that the method would be used to pursue and (2) the specific steps that the learning activity would involve.

Kinds of Evaluation Techniques

In the following discussion concerns two categories of evaluation techniques: (1) those taught to preservice and inservice teachers, administrators, and counselors for use in carrying out their assessment tasks in elementary and secondary schools and (2) those used by the instructors in the professional-education program to assess the progress of the preservice and inservice teachers enrolled in the program.

Within each of these two categories, evaluation techniques can be divided into three general types: (A) paper-pencil tests, (B) observations, and (C) interviews. Varieties that can appear under each of these types, and the typical uses for the varieties, are suggested in the following list:

4.1 Paper-pencil tests

4.1.1 Multiple-choice To assess for students' ability to recognize facts, definitions of concepts, groupings, principles, applications, causes, solutions, inconsistencies.

4.1.2 Matching To assess for students' ability to recognize definitions of concepts, groupings.

4.1.3 True-false with reasons Simple true-false items, though easy to construct, have so many weaknesses as evaluation devices that they should be avoided. However, a true-false item that requires the student to write a brief statement giving evidence (either factual or logical) for the truth or falsity of the statement can be useful in assessing for facts, definitions of concepts, generalizations, principles, applications, solutions, andinconsistencies.

4.1.4 Fill-in (completion) or short-answer To assess for students' abiliity to recall or to explain facts, definitions of concepts, groupings, applications, solutions, causes, solutions, relationships.

4.1.5 Essay To assess students' skill at (a) recalling and organizing facts, concepts, and generalizations to form a logical description of a phenomenon, (b) clarifiying opposing arguments about an issue, (c) marshaling a line of logic to support a proposal, (d) describing a plan of action, or (e) appraising the worth of something.

4.2 Observations

4.2.1 Uses of observations

4.2.1.1 To assess students' work products, such as lesson plans, term papers, charts, graphs, art work, musical compositions, videotapes, and the like.

4.2.1.2 To assess students' actions as directly witnessed by the evaluator, such as while the student is teaching a class, directing children on the playground, interviewing a parent, or tutoring an individual pupil.

4.2.2 Ways of recording and reporting observations
4.2.2.1 Remembered observations (unrecorded)
4.2.2.2 Anecdotes or brief notes
4.2.2.3 Rating scales or check lists

4.3 Interviews
4.3.1 With students
4.3.2 With others who have observed the students

4.4 *Other techniques and examples*

Δ **-Workshop Task D** Suggest additional evaluation techniques that might profitably be incorporated into professional education programs for teachers in this institution or elsewhere.

Δ Δ **--Workshop Task H** Review the above evaluation techniques; then suggest which of the methods should be adopted in this school of education. Your suggestions will be most useful if they include both (1) the specific learning objectives that the method would be used to pursue and (2) the specific steps that the learning activity would involve.

INCORPORATING LESSONS AND UNITS INTO PROFESSIONAL-EDUCATION PROGRAMS

When tasks A through H have been carried out, it is appropriate to determine how the decisions from E through H should be incorporated into the programs for (1) multiple-subject teachers, (2) multicultural teachers, (3) single-subjects teachers, (4) administrators, and (5) counselors. This perhaps can be accomplished by means of the following steps:

Δ Δ Δ **-- Workshop Task I**

5.1 Each faculty member decides what innovations he or she would plan to incorporate into the classes which he or she teaches in terms of:

5.1.1 International material used in examples to illustrate matters includedalready in the course.
5.1.2 New learning objectives of an international nature.
5.1.3 New learning activities for pursuing existing or new objectives.
5.1.4 New evaluation techniques suited to existing or new objectives (such as test questions or essay topics that reflect international or multicultural applications).
5.1.5 New instructional units within the course. (And indicate what the new units will replace and why.)
5.1.6 New courses or revised course structures in the professional program.

5.2 Faculty members who staff a given program can meet together in order to compare their decisions under task 5.1 and to negotiate changes that may be required by suggestions under items 5.1.5 and 5.1.6

Δ Δ Δ **--Workshop Task J** Faculty members create the unit plans and lesson plans required for implementing the final decisions they have reached about the innovations they intend to add to the professional-education program.